



**ELA**  
**English, Language Arts**

- I can recognize and name all upper and lowercase letters of the alphabet
- I can recognize and produce rhyming words
- I can manipulate syllables in words
- I can blend and segment onsets and rimes of single-syllable spoken words
- I can hear and say the beginning, middle and ending sound in three letter words
- I can change the beginning, middle, or ending sound in a word to create a new word
- I can say the most frequently used sound for each letter
- I know the short and long vowel sounds
- I can read K sight words
- I can decode three letter, CVC, words
- I can retell familiar stories, including key details
- With prompting and support, I can identify characters, settings, and major events in a story
- With prompting and support, I can compare and contrast the adventures of characters in familiar stories
- With prompting and support, I can identify the main topic and key details of a text.)
- With prompting and support I can compare two pieces of information in a text
- With prompting and support, I can identify the reasons an author gives to support points in a text
- With prompting and support, I can compare and contrast two texts of the same topic
- I can use a combination of drawing, telling, and writing to share my opinion about a topic
- I can use a combination of drawing, telling and writing to explain information
- I can use a combination of drawing, telling and writing to share an event in the order in which it happened, and a reaction to the event

## **MATH**

### **Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Measurement and Data, Geometry**

- Count to 100 by ones and tens
- Count forward beginning from a given number within the known sequence
- Write numbers from 0 to 20
- Represent a number of objects with a written numeral 0-20
- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object
- Understand that each successive number name refers to a quantity that is one larger
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- Compare two numbers between 1 and 10 presented as written numerals
- Decompose numbers less than or equal to 10 into pairs in more than one way
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
- Solve addition and subtraction word problems, and add and subtract within 10
- For any number from 1 to 9, find the number that makes 10 when added to the given number
- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones
- Describe several measurable attributes of a single object
- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count
- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
- Correctly name shapes regardless of their orientations or overall size
- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes
- Model shapes in the world by building shapes from components and drawing shapes
- Compose simple shapes to form larger shapes